# NAVAL POSTGRADUATE SCHOOL
## Monterey, California



# THESIS

**TEACHING TOMORROW'S LEADERS:
A COMPARISON OF LEADERSHIP DEVELOPMENT
AT THE UNITED STATES MILITARY ACADEMY
AND UNITED STATES NAVAL ACADEMY**

by

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June 2000

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## A COMPARISON OF LEADERSHIP DEVELOPMENT
## AT THE UNITED STATES MILITARY ACADEMY
## AND
## UNITED STATES NAVAL ACADEMY

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Submitted in partial fulfillment of the
requirements for the degree of

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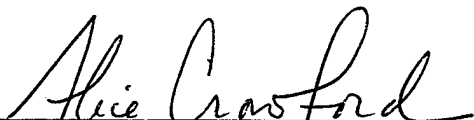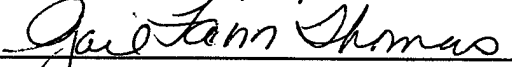## AND HUMAN RESOURCE DEVELOPMENT

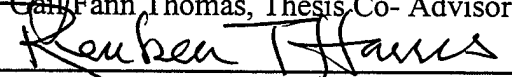from the

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# ABSTRACT

This thesis describes the different methods used to teach leadership to cadets at the United States Military Academy and midshipmen at the United States Naval Academy. Based on historical information and interviews with cadets and midshipmen, and the faculty and administrators at each institution, this thesis explains how the respective philosophies have developed and influenced the current approach to leadership development, how the effectiveness of the leadership curriculum is measured, and discusses the future development of the leadership programs. Finally, this thesis provides recommendations to enhance the leadership development programs at each academy.

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# I. INTRODUCTION

## A.    BACKGROUND

The United States Military Academy and United States Naval Academy possess rich traditions and remarkable heritages. The academies are universally recognized for developing young men and women into both prominent military and civilian leaders. Since their founding—West Point in 1802 and Annapolis in 1845—each academy has produced decorated and storied war heroes and leaders of industry and government, including three Presidents of the United States. While the mission of the United States Military Academy and United States Naval Academy is to develop leaders for future military service, there are differences in the approach each academy undertakes to achieve this goal.

Cadets and midshipmen are exposed to leadership in a variety of ways. They are afforded formal leadership positions, practice leadership in sports and extra-curricular activities, and interact with commissioned officers who serve as their Tactical and Company Officers and classroom instructors. This thesis investigates how leadership development is applied at the respective service academies and what similarities and differences exist.

## B.    PURPOSE

The purpose of this thesis is to explore how the leadership programs at the United States Military Academy and United States Naval Academy are different and to identify strengths of the respective curricula. This thesis explains how philosophies have

developed and influenced the current approach to leadership development at each institution, how the effectiveness of the leadership curriculum is measured, and discuss the future development of the leadership programs.

The intent of this thesis is to provide the United States Military Academy and United States Naval Academy with specific information concerning the effectiveness of their leadership development programs. As each academy is preparing future military officers, it is incumbent upon them to identify the strengths of their unique programs. Understanding the effectiveness of the leadership programs will aid in the future development of the leadership curricula.

## C.    RESEARCH QUESTIONS

Primary:

1. How does leadership instruction at the United States Military Academy differ from the United States Naval Academy? What are the unique strengths of each curriculum?

Secondary:

1. How is leadership taught at the respective service academies?

2. What have been the influences (e.g., historical, social, cultural, political) on the development of the leadership curriculum at each institution?

3. How is the effectiveness of leadership training assessed?

      a. What feedback or support does the institution receive from outside agencies concerning leadership curriculum development (e.g., Board of Visitors, accreditation organizations)?

      b. How do the cadets/midshipmen, faculty, and administration perceive the leadership curricula?

4. What are the future plans for each institution's leadership programs?

**D.     SCOPE**

The first part of the thesis is an historical review of the leadership development programs. There are several historical reviews of the academies that provide accounts of the prominent social, cultural, political, and personal events that shaped the development of the academies' curricula including the leadership programs. Military leadership is defined using multiple sources in order to better understand how the academies prepare leaders for future military service.

The second part of the thesis uses interviews (cadets, midshipmen, faculty members, and administrators) and reports of external agencies to gain insight into the effectiveness of the academies leadership development programs. The interviews explain how cadets and midshipmen personally define and learn leadership. The themes from these interviews are used to prepare an assessment of the perceptions of the leadership programs from the perspective of the students and instructors.

**E.     METHODOLOGY**

This thesis includes a summary of the historical development of the leadership programs of the United States Military and Naval academies, how the programs are currently organized, and future plans for the programs. Historical accounts of significant events and influential people are used to illustrate the academies' unique paths of curriculum development. Sources such as Internet web sites, course catalogs, and vision

statements are used to describe current leadership programs and planned future development.

Interviews with cadets and midshipmen are used to learn how leadership is taught—formally and informally—at each academy. Vital and unique sources of information were exchange cadets and midshipmen. These cadets and midshipmen experience a semester of their junior year attending their rival service academy. The ten exchange cadets and midshipmen interviewed discussed their leadership experiences, interaction with their Tactical and Company Officers, and aspects of each academy that were conducive to leadership development. Both junior and senior faculty and administrators were interviewed about the implementation of the structured curriculum and the perceived strengths and weaknesses of the current approaches to teaching leadership. Finally, Tactical and Company Officers expressed their feelings and opinions about their ability to develop cadets and midshipmen into future leaders.

The reports of external auditing and reviewing agencies are used, in conjunction with the interviews, to prepare an assessment of the current leadership development programs. A Naval Postgraduate School thesis provides an assessment of midshipmen leadership learning processes. The Special Committee to the Board of Visitors for the Naval Academy assessed the leadership development program in its 1997 report The Higher Standard. The Board of Visitors for the Military Academy created a similar report in 1998. An assessment of West Point's leadership development programs was completed as part of a report to the Middles States Association of Colleges and Schools in 1999. These reports provide an in-depth assessment of the operations and curricula of

the respective institutions. The reports contain several recommendations to improve the quality of the academies' leadership programs.

## F.    ORGANIZATION

The thesis includes five chapters: Chapter II defines military leadership, illustrates the history and philosophies of the respective academies' programs, describes the vision and mission statements of the respective academies, and discusses the current leadership department structures and curricula. Chapter III compares the leadership programs through the use of personal interviews and audits of external agencies. It also addresses the impact of the Tactical Officer and Company Officer on cadet and midshipmen leadership development. Chapter IV discusses the future initiatives of each academies' leadership development programs. Chapter V provides conclusions and recommendations and questions for possible future research.

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## II. LEADERSHIP PROGRAMS AT THE UNITED STATES MILITARY ACADEMY AND UNITED STATES NAVAL ACADEMY

"Give me anyone, anyone
except a schizophrenic, and
I'll turn him into a leader."

-General David Palmer

### A. OVERVIEW

This chapter provides a frame of reference for better understanding the leadership programs at the Military Academy and Naval Academy. First, military leadership is defined using personal opinions as well as published doctrine. Next, the historical and philosophical development of the academies' leadership programs is examined. Formal methods of teaching leadership are explored, and the academies' leadership program mission statements and objectives are presented. Finally, the author describes how Tactical Officers and Company Officers are academically prepared for leading cadets and midshipmen.

### B. DEFINITION OF MILITARY LEADERSHIP

Are military leaders born or made? Can the tenets of effective leadership be learned or are they merely an extension of personality? Is leadership an art or a science? These oft-debated questions have intrigued numerous scholars and researchers. No shortage of opinions exist on this particular subject, especially within the military. In a lecture entitled, *Military Leadership: What is it? Can it be taught?*, General Maxwell Taylor discussed this multi-faceted topic (Taylor, 1977).

General Maxwell Taylor commanded the 101st Airborne Division during World War II before serving as Superintendent of the United States Military Academy. He was Commander of Eighth Army during the Korean War, he then served as Army Chief of Staff, and Chairman of the Joint Chiefs of Staff during the Kennedy Administration. Following military service, General Taylor was appointed Ambassador to Vietnam from 1964 to 1965. During his distinguished career, General Taylor observed the dynamics and principles of effective and successful military leadership. A distinguished soldier, scholar, and author, General Taylor presented his ideas before students and faculty of the Industrial College of the Armed Forces in 1977. (Taylor, 1977)

General Taylor, drawing on his varied experiences and resources, defined and grouped military leadership into four categories 1) professional competence, 2) intellectual capacity, 3) strength of character and 4) inspirational qualities. (Taylor, 1977, p.1) General Taylor stated, "There is little doubt that professional competence and a trained intellect can be developed by standard educational methods." (Taylor, 1977, p.9) Regarding the last two principles—strength of character and inspirational qualities— General Taylor was less convinced that standard educational methods were applicable but that the principles could still be taught and learned. General Taylor explained,

> To some extent, such attributes can probably be acquired through studies
> of historical and contemporary examples...Also studies in sociology and
> mass psychology may provide clues to the means available to a leader to
> influence the reactions of his followers. (Taylor, 1977, p.9)

Finally, General Taylor ended his remarks with his best recommendation concerning the learning of military leadership. "In the end, the greatest promise for the researcher

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probably lies in close association with successful practitioners of this black art and an opportunity to observe their styles, methods and tricks of the trade." (Taylor, 1977, p.9) General Taylor concluded that military leadership, being part art and science, can and must be effectively taught.

The United States Military Academy and United States Naval Academy both subscribe to the same notion of teaching leadership promoted by General Taylor—leaders are made, not born and effective military leadership can and must be taught. Were it otherwise, neither academy would have such elaborate and comprehensive leadership development programs.

### 1. United States Army Definition of Leadership

The United States Army defines the tenets of leadership in a formal doctrine, Field Manual 22-100 (http://www.fm22-100.army.mil). Field Manual 22-100 specifically defines leadership in a task orientation framework. According to FM 22-100, "Leadership is influencing people--by providing purpose, direction, and motivation--while operating to accomplish the mission and improving the organization." (http://www.fm22-100.army.mil) Field Manual 22-100 summarizes the Army's definition into the catch phrase "BE, KNOW, DO." The phrase is further explained as follows:

This leadership manual lays out a framework that applies to all Army leaders—officer and NCO, military and civilian, active and reserve component. At the core of our leadership doctrine are the same Army Values embedded in our force: loyalty, duty, respect, selfless service, honor, integrity, and personal courage (LDRSHIP). The framework also outlines physical, mental, and emotional attributes that together with values form character—what a leader must **BE**.

Being a person of character is fundamental to our Army. What makes Army leaders of competence are skills with people, ideas, things, and warfighting. We refer to those four sets of skills as interpersonal, conceptual, technical, and Tactical. Many are common to leaders in all situations; some additional skills are required for those who gain increasing responsibility. Leaders of character and competence are those with the appropriate skills, leaders who **KNOW** their people, their equipment, and their profession.

That is still not enough. We call on our leaders to translate character and competence into leader actions. Army leaders are those who influence people—by providing purpose, direction, and motivation—while operating to accomplish the mission and improving the organization. Leaders inspire others toward common goals and never lose sight of the future even as they labor tirelessly for the demands of today. That is what we expect our leaders to **DO**. (http://www.fm22-100.army.mil)

Figure II-1, below, is the pictorial representation of the components described

Field Manual 22-100.

Figure II-1 Be, Know, Do (http://www.fm22-100.army.mil)
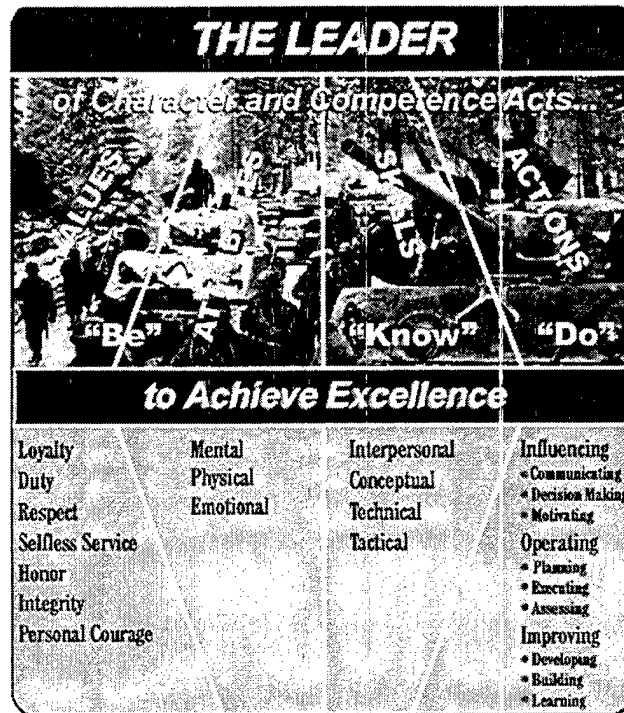
## 2. United States Navy Definition of Leadership

Unlike the Army, the Navy has not sought to define leadership within any specific doctrine. Interviews conducted for this study indicated that definitions of leadership tend to vary from those that are task oriented (e.g., leadership as the process of influencing an organized group to achieve its goals) to those that are more personal (e.g., know yourself, know your people, know your job). Professional competency (e.g. knowing your job) is first among equals in the quasi-formal definition based on the interviews. A senior Navy officer described leadership as "leadership is pretty straight forward...our vision of leadership is not a touchy, feely kind of can't we all just get along group hug.. we push

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very hard at knowing your job." Disparities in definitions largely reflect personal difference of opinion regarding leadership.

## C. HISTORY AND PHILOSOPHY OF LEADERSHIP CURRICULA

### 1. Leadership Curriculum at the United States Military Academy

In 1802 the United States Congress, at the urging of President Thomas Jefferson, authorized the establishment of a permanent military school on a precipice over Hudson River in West Point, New York. The academy was to serve primarily as a professional school for training engineers. Due to lack of direction and waning enthusiasm for promoting a professional standing army, the Military Academy constantly fought to remain viable. Not until the appointment of Superintendent Sylvanus Thayer in 1817, did the Military Academy gain permanence. (Ambrose, 1966)

Widely known as the "Father of the Military Academy," Thayer served as superintendent until 1833, and his legacy still permeates West Point. For example, when the Academy was criticized for producing inferior officers, Thayer instituted a Board of Visitors that was given open access to critique the cadets and the academic institution. Soon after his appointment, Superintendent Thayer established a rigid and demanding academic system, which remains largely unchanged. He forbid any cadet to leave post without his permission and made all cadets pledge at least one year of service to the Army after graduation. Further, Superintendent Thayer personally examined all graduating cadets. His zeal for knowledge attracted not only America's finest teachers but instructors from Europe as well. The emphasis on engineering—West Point being the

only institution teaching engineering until 1824—established the academy's position as an effective and efficient investment of a young nation's assets. Nearly all of our nation's early engineering feats, such as the Erie Canal and Baltimore and Ohio Railroads, are attributed to West Point graduates. (Ambrose, 1966)

The Military Academy's abrupt turn around and ability to produce knowledgeable, professional soldiers solidified the institution's reputation and, in turn, resulted in increased funding and support. Subsequent superintendents did not radically alter the Academy, but built upon the substantial foundation provided by Thayer.

The decade following World War II was a period of great academic change at West Point. According to Stephen Ambrose's historical account of West Point entitled Duty, Honor, Country "the most important addition to the curriculum...was a course in applied psychology." (Ambrose, 1966, p. 299) This was an astounding development for a school entrenched in engineering.

It was General Dwight D. Eisenhower who identified the need for adding psychology to the cadets' course of study. During the war, he had observed that young officers relied too heavily on "empirical and ritualistic methods in handling their enlisted." (Ambrose, 1966, p. 299) In a letter to Superintendent Maxwell Taylor, General Eisenhower expressed his opinion. Eisenhower stated, "practical instruction along this line [psychology] could awaken the majority of cadets to the necessity of handling human problems on a human basis and do much to improve leadership." (http://www.usma.edu/bsl/default.htm)

Superintendent Taylor, with the approval of the Board of Visitors, established the Office of Military Psychology and Leadership and introduced a course in psychology for senior cadets in 1946. Time previously allotted for tactics was dropped to accommodate the new psychology course. The new department was headed by an Army lieutenant colonel and aided by an associate director, a civilian psychologist with a Ph.D. (Lovell, 1979) The course concentrated on the psychology of the normal American citizen-soldier, military aspects of collective behavior, and the techniques of effective leadership. (Ambrose, 1966) Even with its impressive support, the office struggled to gain acceptance among the other West Point academic departments. The abstract theories of human behavior were not viewed as impressive as the "tried and true" methods of leadership employed by the combat-experienced faculty. (Lovell, 1979) However, with the support of Generals Eisenhower and Taylor, the Office of Military Psychology and Leadership persevered.

Today, the United States Military Academy describes itself as "the world's premier leader development institution." (http://www.dean.usma.edu/DeansCorner/eal21) The Military Academy's administration recognizes that experience is the key factor in cadet leadership development. However, experience is only a part of West Point's leadership development equation. Experience must be added to knowledge, reflection, and practice in order to provide cadets with the necessary tools to develop as successful leaders. According to Colonel Joseph LeBoeuf, Director of Organizational Studies and Leadership at the Military Academy,

Experience must be modified through intellectual development, which requires the leader to move beyond the demands of personal experience, and draw on the boundless knowledge and experience of others through study and the processing and synthesizing of that knowledge with experience through critical reflection. (LeBoeuf, 1999, p. 8)

The West Point process of learning leadership is expressed as:

**Experience + New Knowledge + Reflection** (with support & feedback) + **Practice** (more experience) = **Leadership Growth and Development** (LeBoeuf, 1999, p.8)

To accomplish this goal, Leadership Growth and Development, the Military Academy developed a comprehensive program called the Cadet Leadership Development System (CLDS). The premise of CLDS is that leaders are made, not born and that West Point can use every aspect of a cadet's 47-month experience to produce successful leaders for the Army and the Nation. The Cadet Leadership Development System integrates four complementary developmental programs—Academic, Physical, Military, and Moral-Ethical—to produce the "leaders of character" envisioned in the Military Academy's mission statement. (LeBoeuf, 1999)

The Cadet Leadership Development System is the "organizing and integrating framework constructed to provide a sequence of progressive leaders-subordinate experiences." (LeBoeuf, 1999, p.10) The program is designed with specific goals for each year of the cadet's life while at West Point. Fourth class cadets learn followership and to take care of themselves, third and second class cadets have increasing responsibility via small group leadership, and senior cadets proceed to organizational-level leadership. Figure II-2 illustrates the West Point leadership developmental concept.

United States Corps of Cadets

# Developmental Concept

**LEADERS OF CHARACTER**

SEQUENTIAL, PROGRESSIVE, INTEGRATED ACADEMIC, PHYSICAL, AND MILITARY DEVELOPMENT OF EVERY CADET BY CLASS THROUGH FOUR PHASED PROCESSES OF EDUCATION, SKILLS TRAINING AND PRACTICE.

1°

2°

3°

4°

ASSESSMENT

DEVELOPMENT

EVALUATION

**CORPS LEADER** — FIRST CLASS. TEACH AND APPLY CORPS LEADER SKILLS; PERFORM JUNIOR OFFICER SKILLS AS A CORPS LEADER; TRANSITION TO 2ND LIEUTENANT.

**SMALL UNIT LEADER** — SECOND CLASS. APPLY AND TEACH CADET AND SOLDIER FUNDAMENTALS; MASTER SMALL UNIT LEADER SKILLS AS A SQUAD LEADER.

**TEAM LEADER** — THIRD CLASS. MASTER CADET AND SOLDIER FUNDAMENTALS; LEARN AND PERFORM SMALL UNIT LEADER SKILLS AS A TEAM LEADER.

**TEAM MEMBER** — FOURTH CLASS. ASSIMILATE CADET AND SOLDIER FUNDAMENTALS AS A TEAM MEMBER.

Fig. II-2 USMA Leadership Developmental Concept
(http://www.dean.usma.edu/bsl/Leadership)

The role of the Behavioral Science and Leadership Department (BS&L) at West Point is to provide the core of cadets with the knowledge and reflection portions of the leadership development equation. The Behavioral Science and Leadership Department is responsible for the formal, mandatory leadership curricula at West Point—*General Psychology* and *Military Leadership*. The mandatory courses are specifically designed to teach cadets the common language of leadership and provide a method for analysis of practical leadership experience. The department also awards several different undergraduate degrees and fields of study in the areas of leadership and psychology. Officers in the Behavioral Sciences and Leadership Department at West Point are required to obtain a master's degree in psychology prior to becoming an instructor. After

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reporting to West Point, prospective instructors participate in a five-week indoctrination. During this period, leadership faculty attend development workshops where they learn to plan lessons and practice teaching. Instructors are familiarized with the active learning based instruction model used by the Behavioral Science and Leadership Department. The senior administrative and faculty positions are filled by permanent military professors, who are required to have, or soon obtain, a doctoral degree. (LeBoeuf, 1999) When discussing the instructors, one West Point administrator observed,

> The Army supports the educational process here [West Point] to a great degree. The Army invests a lot of their talent here. They [military instructors] have the academic credentials to teach and are also role models for cadets in terms of learning how to be an officer.

## 2. Leadership Curriculum at the United States Naval Academy

Since 1845, the United States Naval Academy has, as part of its mandate, been responsible for educating professional naval officers. While its contribution to the officer ranks has diminished in terms of percentage, the Naval Academy is still considered the pre-eminent commissioning source of Navy and Marine Corps officers. (Lovell, 1979)

Established by Secretary of the Navy George Bancroft, the Naval Academy was a visionary response to the growing importance of ocean-borne economics to the United States and the need to protect these interests with a formidable naval force. Investment in new steam technology for naval propulsion demanded engineering-minded naval officers. As was the case with West Point, engineering predominated the early curriculum. (Lovell, 1979)

The Naval Academy greatly benefited from the existence of its older northern sibling. Professors were lured away from West Point and the academic system of Sylvanus Thayer was replicated in Annapolis. However, like its older rival, the Naval Academy nearly foundered in its early years. The Mexican War (1846-1848) depleted the first class of midshipmen prior to graduation. Also, the location of the institution in Annapolis, Maryland created friction between the Naval Academy and local residents. Disciplinary problems were pandemic. According to Annapolis residents, "[midshipmen] engaged in brawls with townspeople, indulged in a few duels, and performed all manner of high-jinks." (Lovell, 1979, p.29) A committee was created in 1849 to study the Naval Academy and propose solutions for the various problems. Interestingly, one member of the committee was Army Captain Henry Brewerton, Superintendent of the Military Academy. The committee made several recommendations including the creation of the position of Commandant of Midshipmen, which helped instill a more militaristic and disciplined atmosphere. With this and other changes, such as a prescribed four-year curriculum, the Naval Academy quickly earned a reputation as a serious military academy. (Lovell, 1979)

The most notable, systematic change in the academic system of the United States Naval Academy occurred during the 1960s. During Rear Admiral Charles Melson's tenure as Superintendent, the Board of Visitors completed a comprehensive review of the Naval Academy's academic programs. The review was spawned by the increasing criticisms of the nation's scientific progress in comparison to the Soviet Union's recent Sputnik triumph. With a new emphasis on promoting technology, the Board of Visitors

concluded that the Naval Academy ought to shift from its "trade school" orientation to that of an institution of specific academic fields. The Department of the Navy agreed, and in 1959 approved a new, "space age curriculum." (Lovell, 1979, p.161)

The most vociferous critic of the Naval Academy during this period was also a graduate. Hyman G. Rickover graduated from the Naval Academy in 1922. By 1959, he had attained the rank of admiral and the title of "The Father of the Nuclear Navy." Largely through Rickover's efforts, the United States Navy became the world's leader in the use of nuclear power as a means of naval propulsion. As the Navy's premier engineer, Admiral Rickover's criticisms of the Naval Academy's scientific curriculum were considered credible. Admiral Rickover testified before a Senate subcommittee, "If drastic steps are not taken immediately to improve the service academies, I would advocate that you consider abolishing them." (Lovell, 1979, p.164) Rickover recommended several changes to improve the ability of the Naval Academy to produce the technical officers required of the future Navy.

First, in order to attract the best academics, Rickover recommended that the Academy tighten the scholastic entrance requirements and make the physical requirements less stringent. Further, he advocated more emphasis on theoretical courses and less emphasis on practical training. Rickover believed that midshipmen should spend more time in the pursuit of academics rather than extra-curricular activities and sports. (Lovell, 1979)

Finally, Admiral Rickover was most critical of the quality of instructors. At this point, the Naval Academy faculty consisted largely of naval officers. In order to improve

the academic environment, especially in the scientific and engineering areas, Rickover promoted the hiring of more civilian instructors. Admiral Rickover's pressure to fundamentally change the curriculum of the United States Naval Academy continued through the 1960s and 1970s. Each Superintendent experienced the annual summons from Rickover to explain how the Naval Academy was producing more scientifically minded junior officers. (Lovell, 1979)

Some of the most enduring curriculum changes occurred during the tenure of Superintendent Rear Admiral James Calvert, the first nuclear-trained officer to head the Naval Academy. Rear Admiral Calvert was a stellar naval officer and had been recruited by Admiral Rickover to join the nuclear Navy. (Lovell, 1979)

Admiral Calvert, with his keen engineering mind, instituted the necessary reforms to attract prominent civilian instructors to the Naval Academy. Perhaps most symbolic of these reforms was the dedication of the new math and science buildings in 1968. These buildings had closed circuit televisions, computer terminals, and modern laboratories. The new facilities and accredited faculty legitimized the "space age curriculum" at the Naval Academy. (Lovell, 1979)

While science and engineering became prominent, the practical skills of midshipmen as leaders and sailors fell into decline. Increasingly, operational commanders complained that newly commissioned ensigns lacked the practical skills of effective naval officers. (Lovell, 1979) In 1966, Superintendent Draper Kauffman reported to the Secretary of the Navy, "our greatest challenge at the Academy… would be to markedly improve our professional training and education in order to bring it into

balance with the academic improvements." (Lovell, 1979, p.172) He convened several committees to study the impact of the changing curriculum on the quality of graduates and their utility to the fleet. Plebe indoctrination was slightly modified to allow freshman more study time free of upper-class encroachment. Also, there was a renewed emphasis on summer training. Midshipmen received grades during summer training programs that were later included in their on-campus performance evaluations. Admiral Kauffman initiated changes in order to produce "a very good, immediately employable, professional junior officer." (Lovell, 1979, p.173)

While the engineering curricula and practical skills were modified and refined, formal leadership training remained relatively unchanged. Like West Point, the Naval Academy introduced courses in applied psychology following World War II, however, no separate psychology or leadership department evolved. (Lovell, 1979) It wasn't until 1977 that a separate Leadership Department was established. (United States Naval Academy Course Catalog, 1977-1978) The clear emphasis during the transformation years of the 1960s and 1970s at the Naval Academy was producing engineering-minded naval officers who were immediately employable as fleet officers.

Currently, the leadership curriculum is the responsibility of the Leadership, Ethics and Law (LEL) Department, which is part of the Naval Academy's Division of Professional Development. The Leadership Department is responsible for the two mandatory leadership courses—*Leadership and Human Behavior* and *Leadership: Theory and Application*—taken during the freshman and junior years. The leadership faculty consists of twelve permanent military billets (rotating every two to three years)

and 15 to 20 adjunct officer instructors (Naval Academy instructors from outside the Leadership Department). Officers assigned to teach leadership at the Unites States Naval Academy report directly from the fleet. They are not required to have a graduate degree but must attend a two-week indoctrination course prior to teaching. Like instructors, senior administrators rotate every two or three years. (Andersen, 2000)

## D.    USMA AND USNA LEADERSHIP PROGRAM MISSIONS

The respective mission and goals statements of the Military and Naval Academies are described below. Also included is a vision statement from the Military Academy's strategic guidance. The statements are provided to show how leadership development is related to the overall missions of the academies. All references to leaders or leadership development are in bold print for emphasis. The statements are presented in descending order of: mission and/or vision for the institution, academic mission, and finally, leadership development missions and goals.

### 1.    The United States Military Academy Mission

To educate, train, and inspire the Corps of Cadets so that each graduate is a **commissioned leader of character** who is committed to the values of Duty, Honor, Country. Furthermore, these values are exemplified by each graduate's commitment to a career in the United States Army and a lifetime of service to the nation. (http://www.usma.edu/mission.htm)

## 2. Vision for the United States Military Academy

The purpose and mission of the United States Military Academy at West Point are clearly stated. Their fulfillment requires total commitment to sustaining the rich heritage of West Point with which we are entrusted. That heritage is manifest in the time-honored motto of West Point: DUTY HONOR COUNTRY. These words constitute our cornerstone. Each links us to the proud tradition of West Point, while directing our course in **developing leaders of character**. More important, each helps define our path to the 21st century as **the world's premier leader development institution**; West Point stands as a national symbol of integrity and selfless service and a community dedicated to excellence and quality. (http://www.dean.usma.edu/bsl/Leadership)

## 3. Vision for the USMA Academic Program

While many good colleges have educational goals similar to those of the United States Military Academy, the Academy's mission adds a dimension that makes West Point unique. It is the sole institution of higher education in the nation whose primary responsibility is to prepare cadets for career service as professional Army officers. The Academic Program incorporates a dynamic and integrated curriculum, organized around interdisciplinary goals that are derived directly from Army needs. The purpose of the Academic Program is to set the intellectual foundation for service as a commissioned officer and, like other aspects of the West Point experience, is designed to **foster development in leadership**, moral courage, and integrity essential to such service. (http://www.dean.usma.edu/bsl/Leadership)

## 4. Goals of the USMA Leadership Courses

Given a leadership situation, use your understanding of the behavioral sciences to *IDENTIFY* what is happening, *ACCOUNT* for what is happening, and *FORMULATE* leader action to address observed or potential leadership challenges, and *INTEGRATE* insights gained from your understanding of the behavioral sciences with your personal experiences to **DEVELOP a personal approach to leading** in a culturally diverse Army. The environmental context within which the Army will operate is assumed to be volatile, uncertain, complex, and often ambiguous. (http://www.dean.usma.edu/bsl/Leadership)

5.    **The United States Naval Academy Mission**

To develop midshipmen morally, mentally and physically and to imbue them with the highest ideals of duty, honor, and loyalty in order to provide graduates who are dedicated to a career of naval service and have potential for future development in mind and character to assume the highest responsibilities of command, citizenship and government. (http://www.usna.edu/aboutusna.htm)

**6. USNA Academic Program Goals**

From Dean W. C. Miller's brief on Academic Program to Board of Visitors on 11

December, 1998.

Think and act creatively.

Understand and apply the mathematical, physical, and computer sciences to reason scientifically, solve problems, and use technology

Use the engineering thought process by which mathematical and scientific facts and principles are applied to serve the needs of society.

Draw on appreciation of culture to understand in a global context human behavior, achievement, and ideas.

Draw on appreciation of history to understand in a global context human behavior, achievement, and ideas.

Understand patterns of human behavior, particularly how individuals, organizations, and societies pursue social, political, and economic goals.

Communicate, especially in writing, in precise language, correct sentences, and concise, coherent paragraphs-each communication evincing clear, critical thinking.

Recognize moral issues and apply ethical considerations in decision-making.

Demonstrate the capability for and willingness to pursue progressive and continued educational development.

(http://www.nadn.navy.mil/AcDean/talks.html)

## 7.    Goals of the USNA Leadership Department

The Department of Leadership, Ethics, and Law helps to mold midshipmen into future Naval and Marine Corps Officers. Courses offered include *Leadership and Human Behavior, Leadership Theory and Application, Naval Law, Moral Reasoning for Naval Leaders,* and *Psychology.*

NL112, *Leadership and Human Behavior,* is the Naval Academy's flagship course in Leadership and Psychology. NL112 is a rigorous introductory course which focuses on developing a deeper understanding of one's own behavior and the behavior of others. It emphasizes key concepts from the science of human behavior and demonstrates their relationship to leadership success by stressing their application to your life as a midshipman, as an officer and as a **leader of character** serving our nation.

Great leaders from military history have recognized the significance of studying and managing human behavior. The following words, spoken by General of the Army Omar Bradley, justify the need for this course of study. "A leader should possess human understanding and consideration for others. Soldiers are intelligent, complicated beings who will respond favorably to human understanding and consideration. By these means, their leader will get maximum effort and loyalty from them."

NL302, *Leadership: Theory and Application,* takes a process approach, defining **leadership as the process of influencing an organized group to achieve its goals.** While there are situations where leadership involves something other than influence, and there will be times when you face the challenge of leading an unorganized group, the majority of the leadership situations you will face as a naval officer will involve organized groups which need only your positive influence to achieve well-defined goals.

This course stresses learner-centered processes, such as collaboration, experiential exercises, reflective writing and group discussion. We use this learning system to examine the leadership process in context of the **dynamic interaction of the leader, the follower and the situation**. Case study discussions are sequenced throughout the course to illustrate the relevance of key concepts presented in preceding sessions and relate these ideas to the Fleet. You will find that the lessons learned also have an immediate application to the leadership environment and experiences of Bancroft Hall.

The content and structure of NL302 are a direct result of input from previous students and instructors. The course includes key concepts from various fields in the behavioral sciences and information that comes straight from the Fleet. Our theory to application model provides a scholarly framework complemented by direct deckplate application in each session. Our custom textbook includes classic readings by prominent thinkers from numerous academic disciplines as well as thoughts from great military leaders like Vice Admiral James B. Stockdale, General Walt Ulmer, General S.L.A. Marshall and Major General Perry Smith.

This course is designed to arm you with an understanding of fundamental theoretical concepts in the behavioral sciences and to give you a set of **practical leadership tools** that can be derived from them. In a very real sense this is a laboratory course - the laboratory sessions just happen outside the normal academic schedule and in Bancroft Hall instead of an academic building. The value this course has for you will be determined by whether you put what you learn in the classroom into action. (http://prodevweb.prodev.usna.edu/LEL/nl302)

The United States Military Academy expresses leadership development as an integral part of its overall mission as well as in the supporting structures of the academic and leadership departments' missions and goals. Leadership development is a unified concept addressed in the goals, missions, and vision statements..

The Naval Academy clearly defines its leadership development mission and goals within the Leadership Department. However, leadership development is neither stated in the Naval Academy mission statement nor the goals as presented by the Academic Dean.

## E.    USMA AND USNA LEADERSHIP COURSE DESCRIPTIONS

The course descriptions for the Military and Naval Academies' core leadership courses are presented below. Course descriptions not only include the content and goals of the course but also the teaching methodology(ies). The descriptions are offered to provide a better understanding of how the required courses support the larger mission of developing military leaders. These courses are required of all cadets and midshipmen, respectively.

### 1.    Military Academy Course Descriptions

**PL100 General Psychology:** This course develops the ability to apply current psychological principles. Psychology is a broad and expanding discipline and the introductory course is necessarily a survey. The focus of the course is the development of an awareness and understanding of one's own behavior and the behavior of others. Emphasis is placed on applying the behavioral principles learned to the cadets' current lives and their functioning as future officers.
(http://www.dean.usma.edu/bsl/Leadership)

**PL300 Military Leadership**: This course is a multidisciplinary study of leadership in an organizational context which focuses on the integration of theory and practice. The cadet studies the leader's direct influence on individual motivation and group processes through the application of leadership theories, skills, and attributes. The cadet also learns how to influence subordinates indirectly through organizational systems and procedures, organizational culture, and ethical climate. Cadets apply the knowledge gained in the classroom to their experiences as cadet leaders in the Corps of Cadets. In addition, the course helps each cadet develop usable leadership products in the form of a reflective Leadership Notebook, which helps the cadet define and inform his or her own personal approach to leading. The cadet will also develop a detailed and theoretically sound Leadership Philosophy, as well as comprehensive leader plans which have direct application to their roles as leaders in the Corps of Cadets and as future Army officers.
(http://www.dean.usma.edu/bsl/Leadership)

## 2. Naval Academy Leadership Course Descriptions

**NL112 Leadership and Human Behavior**: Midshipmen examine fundamental tenets of leadership in the context of the theories and principles of individual and group behavior during their first semester. Topics include human development, followership, personality, motivation, performance enhancement, supervision and communication, as well as seminars with senior enlisted personnel and former commanding officers. The course instructors provide relevant personal and fleet based examples and emphasize interactive learning.
(http://prodevweb.prodev.usna.edu/LEL/courses.htm)

**NL302 Leadership: Theory and Application.** Third year students continue to build on the concepts introduced in NL102, examining the leadership process by focusing on the dynamic interaction of "the leader, the followers, and the situation." The course uses readings by experts in the fields of military sociology, social psychology, organizational behavior and group dynamics in an application oriented and case study driven approach to bridging the experience gap between the students' roles as midshipmen and the challenges they will face as first tour naval leaders.
(http://prodevweb.prodev.usna.edu/LEL/courses.htm)

## F. TACTICAL AND COMPANY OFFICER LEADERSHIP TRAINING

Both the United States Military Academy and United States Naval Academy use junior officers, usually at the Captain/Lieutenant (O-3) and (Major, Lieutenant Commander (O-4) level, to command each of the cadet and midshipmen companies. Selection to be a Tactical Officer (USMA) or Company Officer (USNA) is considered competitive and requires the recommendation of a flag officer. Officers selected participate in similar indoctrination programs offered by the respective academies. Since Tactical and Company Officers are part of each academies' leadership development process, a description of their training and education program is provided.

### 1. USMA Tactical Officer Education Program (TOEP)

The Tactical Officer Education Program (TOEP) was instituted in 1989 to educate Tactical Officers, or TACs, and better prepare them to develop cadets. The Tactical Officer's role is comprised of two critical dimensions—develop individual cadets to be leaders of character and create an environment in the cadet company that fosters individual development. (http://www.usma.edu/adjutantgeneral/old%20site/liu.htm) The program was initially internally supported by the Military Academy, but, in 1992, West Point instituted a co-developed program with Long Island University (LIU). Graduates of TEOP receive a Master of Science degree in Counseling and Leader Development from LIU. Figure II-3 further defines the roles and functions of the Tactical Officer:

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# Tactical Officer / NCO
# ROLES AND FUNCTIONS

| ROLE MODEL | | COUNSELOR |
|---|---|---|
| DEVELOPER | | TRAINER |
| CLIMATE SETTER | | TEACHER |
| PROGRAM | | EVALUATOR |
| INTEGRATOR | | ADMINISTRATOR |
| MENTOR | | LEGAL COMMANDER |

## *CRITICAL DIMENSIONS OF THE TACTICAL OFFICER*

♦ **LEGAL COMMANDER AND SYSTEMS ADMINISTRATOR OF THE CADET COMPANY.**

♦ **DEVELOPS INDIVIDUAL CADETS TO BE LEADERS OF CHARACTER AND EFFECTIVE ARMY OFFICERS.**

♦ **CREATES AN ENVIRONMENT IN THE CADET COMPANY WHICH FOSTERS INDIVIDUAL DEVELOPMENT.**

*Duty, Honor, Country*

Fig. II-3 Tactical Officer Roles and Functions
(http://www.usma.army.mil/adjutantgeneral/TOEP.htm)

## 2.    USNA Leadership Education and Development Program (LEAD)

Re-evaluation of the effectiveness of the Company Officers, especially in light of recent Naval Academy scandals, led to the establishment of the Leadership Education and Development Program (LEAD) in 1996. The Naval Academy determined that a "major modification in its Company Officer orientation and development program could result in significant positive improvement in the impact that Company Officer's have on the graduates of the USNA." (Naval Postgraduate School memorandum) Collaboration between the Naval Academy and Naval Postgraduate School resulted in a one-year course attended by prospective Company Officers culminating in a Master of Science degree in

Leadership and Human Resources Development.  As stated on the Naval Postgraduate

web site:

> The purpose of the program is to prepare officers to develop their analytic and interpersonal capabilities as leaders, and to learn to develop leadership in others.  Students will earn the MS degree in Leadership and Human Resources Development and then become Company Officers where they will immediately use their graduate education to develop leadership among the midshipmen at the Academy.  Their education will also be used as they continue to develop leadership in others throughout their careers. (http://www.sm.nps.navy.mil/ppages/lead/)

> Course curriculum includes such varied topics as adult learning, communication, motivation, diversity and counseling.  The course objectives are as follows:

> 1.  Management Fundamentals: Leadership, Management, and Organization. Officers will have the ability to apply basic management and leadership practices to organizational operations.

> Officers will understand the fundamental principles of leadership and management in military organizations. They will be able to implement appropriate structures for organizations and jobs; they will understand state-of-the-art information technologies and planning and budgeting tools; they will become skilled in spoken and written communications; and they will understand the higher-level leadership skills and the systems perspective of organizations in which day-to-day organizational operations and strategy formulation occur.

> 2. Evaluating and Improving Group Performance. Officers will become skilled at analyzing and improving group morale, cohesion, and performance.

Graduates of the program will have the ability to analyze and improve group effectiveness through leadership practices that also develop the leadership abilities of subordinates. This ability will be based on knowledge of managing people from diverse backgrounds, teambuilding, conflict management, group dynamics and management of change. Officers will be exposed to varied approaches for building strong, shared values within the military

3. **Motivating Subordinates.** Officers will effectively motivate subordinates to achieve high standards in all military endeavors.

Program graduates will have the ability to motivate subordinates to provide focus and encouragement as they face the rigorous requirements and goals of the military. This ability requires an understanding of how effective leaders use goal setting, equitable discipline, reward systems, analysis of individual needs, empowerment, coaching, and high expectations to achieve peak performance from individuals.

4. **Evaluating and Improving Individual Performance.** Officers will become skilled in analyzing and improving the performance of individuals.

The officers will have the ability to evaluate the performance of subordinates and provide appropriate feedback and counseling. This includes activities that range from formal performance appraisal to informal assessment on an ongoing basis. These skills require knowledge of basic performance measurement and giving feedback, as well as knowledge of how to deal with performance outside of the norms that may lead to violations of military rules and regulations.

5. **Being a Role Model for Subordinates.** Officers will model and otherwise communicate the information about the military that subordinates will need to know to successfully transition to Naval and Marine Corps Leaders.

Officers will use the operational experience they bring to the job, in addition to a broader base of knowledge created through the program, to visibly embody the high standards and values of Naval and Marine Corps officers. The Officer will communicate knowledge of the military culture, current policy and operations, and future plans for the Navy and joint operations in the Department of Defense. These abilities are based on a knowledge of the military in a democratic society, managing organizational cultures, DoD policy, and the behaviors of good role models and mentors.

6. Managing Educational Processes. Officers will have a foundation of knowledge about educational processes that will enable them to effectively teach and develop their subordinates.

The program graduate will have the ability to formulate and answer research questions about educational experiences within the Navy and Marine Corps. Through the thesis process, the officer will explore important issues while concurrently broadening his/her knowledge of training and education in the military.
(http://www.sm.nps.navy.mil/ppages/lead)

Each institution has invested considerably in the training and education of the officers selected to serve as Tactical and Company Officers. Both programs are fully funded graduate courses with one year specifically dedicated to obtaining a degree.

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# III. LEADERSHIP TRAINING EFFECTIVENESS

"The one quality that can be developed
by studious reflection and practice
is the leadership of men."

-General Dwight D. Eisenhower

## A.    OVERVIEW

The previous chapter described how the Military and Naval Academies developed and structured their respective leadership curricula. This chapter describes how well cadets and midshipmen learn leadership within the present leadership programs.

In order to develop an assessment of the leadership programs, stakeholders must be identified. For the purpose of this thesis, stakeholders are identified as those who experience and participate in leadership programs (cadets and midshipmen), those who create and implement leadership programs (faculty and administration), those who work with the cadets and midshipmen in their leadership roles (Tactical and Company Officers), and those who provide external assessments for the institutions (Board of Visitors, accrediting institutions, alumni, etc.). Using the observations and perceptions of these stakeholders, it is possible to offer an assessment that offers several, often differing, viewpoints.

## B. PERCEPTIONS AND ASSESSMENTS OF THE LEADERSHIP DEVELOPMENT PROGRAMS

### 1. Cadets

Cadets attend mandatory leadership courses during their freshman and junior years. These courses, *General Psychology* and *Military Leadership*, are taught by professional Army personnel who have obtained a master's degree in the area of psychology or a related human behavior field.

A focus group interview was conducted with one junior and five senior West Point cadets. The group was unanimous in their assessment that the best way to learn leadership was through experience and opportunity. Leadership experience ranged from command positions within the company, to freshman summer training, to field training with operational Army troops.

The main purpose of interviews was to determine how cadets linked the structured leadership curriculum with their actual experiences. Although expressed in different ways, the central theme was that actual experience was the predominant means of learning leadership, while leadership classes provided a validation of certain leadership methods. In the words of one cadet, "the leadership courses give names to the stuff you learn in the field." When asked if they were able to apply any of the concepts learned in class to their formal leadership positions, cadets had similar responses. One junior cadet stated rather succinctly, " I'm sure I have but I couldn't consciously say."

The cadet leadership system differs from a midshipmen's in the respect that cadets have similar leadership positions a year earlier. For example, at West Point squad leaders

are juniors, while at the Naval Academy, squad leaders are seniors. In the same respect, plebe development at Annapolis is the responsibility of juniors while at West Point sophomores take charge of plebes.

Also different is the summer training program at West Point referred to as Camp Buckner. Camp Buckner allows sophomore cadets to practice peer leadership, as they are placed into squads and teams with their classmates. The purpose of Camp Buckner is to instill and promote the values of the teamwork approach to problem solving. (Donnithorne, 1993) Peer leadership allows cadets to experiment with leadership styles that are not used when leading subordinates delineated by class. One cadet said of her Camp Buckner experience, "With plebes you can just say, 'Do this,' and they will, but with your peers if you try that they will say, 'What's with the attitude?'" According to cadets, combined subordinate and peer leadership experience supports leadership development.

## 2.    Midshipmen

The Naval Academy presently requires all midshipmen to attend a naval leadership course during their freshman (plebe) and junior years. These classes are typically taught by line officers from various warfare communities. The freshman course, entitled *Leadership and Human Behavior*, includes a study of human development, followership, motivation, supervision, and communication. The course instructors are encouraged to use personal, fleet-related anecdotes to enhance course material. (http://prodevweb.prodev.usna.edu/LEL/courses.htm)

During the second semester of the junior year, midshipmen take *Leadership: Theory and Application*. This course is designed to "bridge the experience gap between the students' roles as midshipmen and the challenges they will face as first tour naval officers." (http://prodevweb.prodev.usna.edu/LEL/courses.htm) Like the freshman course, junior line officers (O-3/O-4) teach *Leadership: Theory and Application* with some lectures conducted by more senior officers (O-5/O-6).

A 1998 study of the midshipmen learning processes, conducted by a Naval Postgraduate School student, provided insight into how midshipmen view formal leadership instruction. (Kennedy, 1998) Lt. Robert Kennedy interviewed 18 midshipmen from various classes. Three-fourths of the midshipmen believed that the leadership classes were a "waste of time." (Kennedy, 1998) One common theme surrounded the perceived importance of a two-credit course. Currently, each of the required leadership classes are worth two-credits, half the weight of core courses such as calculus and a third less than physics. As one midshipmen stated,

> As far as Naval Leadership...no one took it seriously. [It was a] two-credit course that didn't matter one way or the other what you did. It just seems like with the two credits, the Academy wasn't taking it very seriously. (Kennedy, 1998, p. 62)

According to Lt. Kennedy's study, when midshipmen were pressed for time, they focus their efforts into their more heavily weighted courses. Another midshipmen commented,

> I don't think it's [Naval Leadership] doing anything except making everybody very bitter towards the Leadership Department because they're doing a lot of work for a two-credit class. (Kennedy, 1998, p. 61)

Lt. Kennedy's study of midshipmen learning processes concluded that the experience and observation of leadership were most valuable in developing midshipmen as future leaders. Outside of the classroom, midshipmen are provided with numerous opportunities to exercise and practice leadership. Leadership positions are available within a company, battalion, and in sports and extra-curricular activities. Upperclass midshipmen are routinely involved in the development of the underclassmen, beginning plebe summer and throughout the academic year. During their four years, the majority of midshipmen are placed in a position of authority where he or she exercises leadership. (Kennedy, 1998)

The practical application of leadership is extremely valuable to the development of leaders. Experimentation with different leadership styles enables the midshipmen to learn what is successful and what doesn't work. As one midshipmen explained,

> I got the opportunity to try different things and see what different people reacted to...We would purposely try different tactics to see how they [midshipmen] would respond. (Kennedy, 1998, p. 51)

Another midshipmen spoke of his experience,

> There are opportunities. There's summer seminar. There's detail...It's a lot of opportunities to try out different leadership styles. See what one works out best for you. (Kennedy, 1998, p. 50)

LT Kennedy's study also revealed that midshipmen learn leadership behavior by observing the professional naval officers and enlisted stationed at the Naval Academy. (Kennedy, 1998) Within the formal organization are Battalion Officers, Company Officers and Senior Enlisted Advisors. Interaction with these role models provides

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midshipmen with professional examples of the leadership that exists in the fleet. Like the fleet, leadership examples at the Naval Academy are both positive and negative. One midshipman expressed his disdain for the Company Officer, "He's been with my class for the entire three years, and I'm sure that he couldn't tell you all of our names. The only time that he's dealt with me has been for the negative things." (Kennedy, 1998, p. 22)

It is clearly evident, from the Lt. Kennedy's Naval Postgraduate study, that midshipmen value the interaction with the fleet representatives stationed at the Naval Academy. (Kennedy, 1998) A recently completed Naval Postgraduate study revealed that, according to midshipmen, the most commonly observed leadership trait of effective company officers was being approachable.

### 3. Service Academy Exchange Program (SAEP) Cadets and Midshipmen

Cadets and midshipman who participate in the Service Academy Exchange Program (SAEP) spend the first semester of their junior year at one of the four service academies. Cadet and midshipmen after action reports and interviews with three cadets and six midshipmen who participated in last years program, detail some of the differences in the respective academies leadership development programs.

First, the majority of cadets and midshipmen agreed that having increased responsibility at an earlier stage in their academy experience was beneficial. Specifically, cadets and midshipmen believed that the Military Academy's practice of having third class cadets in charge of plebe development and second class as squad leaders was

superior to the present Naval Academy system. Once midshipman wrote in his after action report, "I think that there is great merit to having second class fill the roles of con-commissioned officers. This allows the third class to participate actively in the Corps and gives everyone a military responsibility." He continued, "My time as squad leader at USMA was the best leadership experience that I have had so far and has given me an advantage over my peers at Navy in this respect." Another midshipman said of his West Point experience, "the third class [cadets] become more actively and directly involved in the training of the plebes...Navy Youngsters [third class midshipmen] are considered the lost class."

The military-to-civilian faculty ratio has important implications concerning cadet and midshipmen leadership development. Comparatively, the Military Academy employs a much greater percentage of military faculty than civilian. During the 1999-2000 academic year, civilian instructors at West Point constituted approximately 20 percent of the instructors. Conversely, as of the 1996-1997 academic year, nearly two-thirds (63 percent) of Naval Academy faculty was civilian. (Turner, 1997) Military instructors at West Point, in addition to their normal academic duties, serve as mentors and liaisons to the cadets.

All of the cadets interviewed stated that their military professors used class time to relate operational field experience regardless of the subject taught. Many cadets also stated that they also sought the advice of their military instructors for career information as well as personal subjects. Cadets stated that they were, in some instances, more liable

to approach their military instructors than their Tactical Officers. When asked why this was so, cadets stated that it was easier to approach military instructors because they are not part of the cadet chain-of-command.

Midshipmen were not as favorable to the mostly military faculty at West Point. Most midshipmen stated they liked the fact that military instructors were able to relate classroom topics to field experience. However, many midshipmen felt that the military instructors at West Point were not of the same educational caliber as civilian instructors at the Naval Academy. One midshipman stated, "I appreciated the structure of the class room environment that resulted from having military professors, however, almost all instructors at the Naval Academy have doctorates and are experts in their fields."

### 4. USMA Faculty and Administration

Since the faculty and administration play the largest role in the development and implementation of the leadership programs and curricula, it is important to discover their opinions and perceptions of cadet and midshipmen leadership development. Interviews were conducted with six faculty and administrators. Experience ranged from instructors with three years of teaching experience to administrators who have served at West Point for over a decade.

A consistent theme concerning leadership development within the current programs centered about the dichotomy of performance and development. One administrator presented a leadership development model having performance at one end of a scale and development at the other. Subsequent interviews with other faculty and members of the administration referred to variations of the aforementioned model.

The basic premise of this particular model is that cadet leadership development is maximized at the expense of explicit and implicit performance measurements. For example, if a Tactical Officer becomes overly directive and personally involved with cadet activities (e.g. drill, unit exercises), the cadets will generally perform well. However, the act of the Tactical Officer being directive and generating solutions to problems doesn't allow for experimentation on the part of the cadets. Therefore, cadet leadership development is not maximized.

Cadet performance is also related to the expectations of senior officers within the administration. Regimental Tactical Officers and Brigade Tactical Officers at the Military Academy are typically a Lt. Colonel, (O-5), and Colonel, (O-6). The expectations of these senior officers with regard to cadet performance are often dissonant from the expectations of the more junior Tactical Officers. One administrator in the Behavioral Science and Leadership Department summarized the ideological conflict as,

> The problem is the key leaders over there, the Regimental TACS, the Lieutenant Colonels who run the regiments and the Brigade TACS, full Colonels...they are performance oriented people, and they haven't adopted or fully understand the leader development notion and the ways that we teach it here [BS&L].

He stressed that cadet performance, as it is currently measured, is not conducive for leadership development. He continued, "a major problem for cadet development as a whole is the culture that we have created here where you over-emphasize performance." This, again, describes the incongruous model of performance and leadership development.

## 5. USNA Faculty and Administration

Interviews with four Naval Academy faculty and administration personnel paralleled the feelings of their Military Academy counterparts. Confusion about performance expectations creates its own series of problems between the different stakeholders. Also, differing definitions of leadership from midshipmen to senior administrators creates dissonance.

One problem, as described by a senior administrator, is that the Naval Academy chain-of-command, from the Commandant down to the midshipmen, is not particularly good at explaining the rationale behind certain orders or procedures. First, like the Military Academy, senior-level, performance-minded officers are less willing to accept failures from midshipmen than more junior officers who are seeking to maximize midshipmen leadership development. This leads to the senior officers becoming overly directive in the daily operations of the Brigade of Midshipmen. Junior Officers, in turn, are pressured to become overly involved in the operations of their respective companies. The midshipmen, not being told why they are being micro-managed and closely supervised, become apathetic and cynical.

The variation of the definition of leadership, especially differences between midshipmen and the faculty and administration, also creates dissension. A Naval Academy instructor described the leadership definition dichotomy as,

> Leadership is responsibility and example, vice the implicit message of the United States Naval Academy, which is that leadership is power and privilege. It is what we [instructors] fight here culturally. Leadership is not a perk, it is not something you come to as a result of hanging out for a number of years.

The instructor's opinion is that midshipmen confuse the rights associated with their rank and seniority, such as increased liberty, with their roles as leaders of junior midshipmen. Therefore, some believe that the Naval Academy implicitly correlates privilege with leadership.

The difference in opinions concerning leadership are exemplified in the following statement by a senior Naval Academy administrator. According to him,

> Midshipmen have this very simplistic view of leadership. They believe you should lead by example, however they boil that down to 'If my plebe has to do push-ups then I will do push-ups too.' A more sophisticated view would say, 'It ain't about doing push-ups, it's about making sure push-ups get done if they need to get done.'

Because midshipmen and their senior advisors, instructors, and the Naval Academy administration have differing views of leadership and development, they are often at odds with one another.

Another administrator believes that midshipmen place too much emphasis on measurable characteristics such as physical strength and academic grades, and construe those traits as leadership. He stated that leadership positions are often delineated by, "who has the shiniest shoes and does the most push-ups." This is specifically emphasized by the ranking structure of midshipmen. Leadership billets are largely assigned to midshipmen with higher academic and military performance grades. The administrator believed that the absence of a measurable system of leadership potential and the presence of such a readily available academic and military performance system, perpetuates the notion that leadership is about grades and how many push-ups a midshipmen can do.

## 6.    Tactical Officers

Like cadets, the Military Academy's Tactical Officers also believe that experience is the primary influence in cadet leadership development. During interviews with two experienced Tactical Officers and three students of the Tactical Officer Education Program (TOEP), the theme of experiential leadership as the means of teaching leadership was common. They cited Camp Buckner—peer leadership and teamwork—as well as the formal company and battalion positions as the key opportunities to provide cadets with critical leadership skills. Concerning plebe development, one Tactical Officer stated, "it teaches them [sophomore cadets] supervisory skills and basic leadership skills."

The roles and responsibilities, as defined by the Tactical Officers interviewed, was also similar. The Tactical Officers all agreed that one of their primary responsibilities is to develop the leadership qualities of cadets. The method for leadership development, again, is allowing cadets to experience a variety of leadership positions. One Tactical Officer described his primary means of instilling leadership as providing guidance but not solutions. He stated, "We have to allow them to go make mistakes for them [cadets] to be successful." The Tactical Officers see themselves as providing limits or boundaries for cadets to operate within. These limits include safety issues or academy policies. Providing the right amount of guidance and direction is difficult for Tactical Officers. Being perceived as a micro-manager is one pitfall all Tactical Officers try to avoid. One TAC stated, "The hard part is balancing the development [cadet leadership development] with certain things that have to be done."

When asked to describe their interaction with cadets, the Tactical Officers interviewed were extremely similar. On a virtually daily basis the TACs meet with the chain-of-command in their respective companies—company commanders, executive officers, and company staff. To meet and interact with cadets outside the chain of command, the Tactical Officers make special efforts outside of their normal daily routine. The Military Academy currently does not schedule time to be used at the discretion of the Tactical Officer.

Central to the theme of developing cadets as leaders is providing them with ample opportunities to act in the capacity of a leader. Currently, Tactical Officers believe that they are unable to provide enough of these opportunities. The Tactical Officers also believe that cadet leadership development is hindered by the amount of activities and events they are expected to attend. In the words of one TAC, "The cadet's plate is too full, they end up just going from event to event." He continued, "its like trying to drink from a fire hose, they [cadets] don't absorb anything, don't learn anything." One Tactical Officer uses feedback forms with his cadets to assess his performance as well as the leadership performance of the company chain of command. When asked if the forms were helpful, he stated, "they [cadets] give me great feedback, they let me know if I'm too controlling, trying to lead too much. They also give honest comments about the first and second class cadets who run the company."

Related to the strains placed on the cadets are the responsibilities and duties required of the Tactical Officers. In addition to the administrative duties, TACs serve several other functions. Most Tactical Officers are sponsors of a sports team or extra-

curricular club.  They are also tasked with providing "coverage" of cadet events—

fulfilling the role of chaperone.  After explaining the demands on his time, one Tactical

Officer summarized, "there are too many distractions for us to do our job well whether it

be e-mail or staff actions or whatever."  One Tactical Officer lamented, "We are pulled

away from our time spent with the cadets."  Because it is the responsibility of the Tactical

Officer to schedule their own time with the cadets and midshipmen, the extraneous

responsibilities are detrimental to the interactive portion of leadership development.

Another perceived detriment concerns the dichotomy between certain

responsibilities of the Tactical Officer.  The greatest conflict is between the role of

mentor and disciplinarian.  The Military Academy describe the Tactical Officer as

providing the exemplary characteristics of successful Army officers.  In this manner, they

are to act as mentors to young cadets.  However, Tactical Officers also act as the

adjudicators for the offenses committed by cadets.  Because of this, the Tactical Officers

are not as effective in their mentor relationships.  One Tactical Officer explained this

dynamic as, "We are behind the power curve from the get-go.  Those two roles [mentor

and disciplinarian] are counter-productive."  He believed that, "a counselor cannot act as

disciplinarian and do both well.  It is a very difficult situation to put us in."

Overcoming the perception that a Tactical Officer is primarily a disciplinarian is

difficult.  One approach utilized by some of the Tactical Officers is establishing "trust"

and providing clear expectations.  Trust is established between the cadets and Tactical

Officer by means of empowerment.  One TAC stated, "Empowerment is key, cadets have

to feel like they run the company."  To engender the feeling of empowerment, the

Tactical Officer delegates adjudication to the cadet chain of command. An unwritten rule is "Never punish on your own, always use the chain of command."

The greatest complaint of Tactical Officers is they often feel powerless and their authority is limited and readily usurped. Tactical Officers perceive their decisions are overridden without sufficient justification. The officers interviewed felt that this was more prevalent at the academies than at operational commands. Superceding Tactical Officers' decisions degrades from the developmental aspect of their jobs. One TAC stated, "It undermines my positional authority as a commander and a TAC." Another Tactical Officer stated, "You are just one vote when you should have the final vote."

### 7. Company Officers

Company Officers largely agreed with the observations offered by the Military Academy's Tactical Officers. The major complaints concerned time management and authority. Also, just as in West Point, Company Officers were finding the balance between allowing midshipmen to develop as leaders while meeting necessary commitments.

Each of the four Company Officers interviewed stated they wished they had more time to spend with their midshipmen as a group rather than the ad-hoc individual encounters that were the normal routine. Because Company Officers are not afforded discretionary time with their company, they must find opportunities throughout the day to interact with their midshipmen. This is a monumentally difficult task considering there are approximately 140 midshipmen per company, most with different academic and extra-curricular schedules.

Company Officers also deplored their position as a boundary between the Naval Academy administration and the midshipmen. The Company Officers universally believed that they were often viewed as straddling the line between "Us and Them." Like their West Point counterparts, Company Officers believed that their role as the disciplinarian detracted from their role as mentor and developer. One Company Officer related how he had built a good personal, mentoring relationship with a midshipmen. However, once he was required to punish the midshipmen they never spoke for the rest of the year.

## 8. USMA External Assessments

The leadership programs of West Point were recently criticized as having too much academic focus and insufficient practical application. In a 1998 White Paper compiled by USMA's Class of 1951, the curriculum was criticized as "imbalanced in favor of academic versus military leadership training." (USMA Board of Visitors, 1998, p. 153) The executive summary of the White Paper stated, "the academic curriculum of West Point must focus on the production of Army combat leaders." (USMA Board of Visitors, 1998, p. 154) It was the opinion of the authors of the White Paper that West Point was becoming too closely aligned with the academic concerns of public institutions and losing its focus on training future Army leaders. The Military Academy Superintendent, Lieutenant General Daniel W. Christman, acknowledged the White Paper and addressed the concerns of the Class of 1951 alumni. In his response, Superintendent Christman defended the academic programs, including the leadership curricula, stating, "never before has the curriculum been better linked to the needs of the Army...the Dean

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[academic dean] has structured a curriculum that is unsurpassed in its quality and relevance for preparing career commissioned officers." (USMA Board of Visitors, 1998, p. 146)

The tension between academics and military leadership development is also evident in a Command Climate Survey that was published in the 1998 Annual Report of the USMA's Board of Visitors. One comment captured the frustration of the military and civilian instructors, "A better bridge needs to be built between the academic side of Thayer road and the USCC [United States Corps of Cadets]. We are both working to train the best leaders for our country, but it often seems like we are opposing forces." (USMA Board of Visitors, 1998, p.309) Another faculty member stated, "There is too much of a gap between intellectual development and leader development. You cannot separate the two!" (USMA Board of Visitors, 1998, p.309)

### 9. USNA External Assessments

In 1996, the Special Committee to the Board of Visitors conducted a comprehensive review of the United States Naval Academy. Committee members consisted of prominent academicians, politicians, and military officers. During the five months the Special Committee spent at the Naval Academy, its members conducted interviews with the administration, faculty and midshipmen. They also sought the advice of external parties including Navy and Marine Corps commanding officers, military sociologists, civilian scholars, and alumni. The results of this assessment and the committee's recommendations were published in the June 1997 report The Higher Standard. (Turner, 1997)

The general assessment of the United States Naval Academy was positive. In the words of the Special Committee, "the Naval Academy is developing midshipmen morally, mentally, and physically to serve as officers of the Naval Service and leaders of the nation." The committee concluded that, "the institution is fundamentally sound. However, there are facets of its operation that must change if the Academy is to live up to the high standard it represents." (Turner, 1997, p. 2)

One of the key areas identified for improvement was leadership development. According to the Special Committee, "the lack of required courses in psychology and human behavior is a *great oversight*." (Turner, 1997, p. 20) (Italicized for emphasis) The Special Committee also recommended "[that] the institution should consider dropping less critical courses to alleviate undue burdens on the midshipmen's schedules" (Turner, 1997, p. 20) and "integrate, coordinate, and monitor the various components of leadership and professional development as a single system." (Turner, 1997, p. 21)

The Special Committee also recognized failures in utilization of the Company Officer as a role model and mentor. In the words of the Special Committee, "the Company Officer is pivotal to the development of leadership and professional capabilities of midshipmen...the Company Officer serves as the midshipmen's primary role model, evaluator and counselor." A climate survey conducted in conjunction with the Special Committee's report revealed that midshipmen rated their Company Officers as "good" or "very good" just as often as "poor" or "very poor." In researching the cause for this evaluation the Committee found, "the problem is the nature of the job itself, which includes competing responsibilities to counsel, teach, train, discipline, and evaluate

midshipmen." As a result, the Committee recommended that the Company Officer role be redesigned to "focus more exclusively on developing the leadership and professional capabilities of midshipmen." To achieve this goal, the Committee also suggested that Company Officers should have "increased contact time with the midshipmen." (Turner, 1997, p. 22)

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# IV. FUTURE LEADERSHIP PROGRAM INITIATIVES

## A.    OVERVIEW

The previous chapter described the current state of the Military and Naval Academies leadership development programs, as well as assessments of the respective programs.  In addition to the external audits and assessments of the programs, each institution conducts internal reviews of leadership development policies and procedures. Formal, as well as informal, feedback results in the refinement of the leadership curricula. The Military Academy and Naval Academy each recognize the importance of constant review and revision of curricula.  The academies employ end-of-semester and end-of-year surveys, in conjunction with periodic course and instructor reviews, to discover the positive and negative aspects of their respective programs.  Review and revision is an on-going, constant process.   This chapter presents each institution's major initiatives regarding the future of the leadership development programs and curricula.

## B.    INITIATIVES AND THE UNITED STATES MILITARY ACADEMY

In response to recent criticisms, via internal department feedback mechanisms (cadet evaluations) and external assessments (USMA standard end-of-course surveys), the Leadership Department developed new initiatives to enhance the core leadership curriculum. (http://www.dean.usma.edu/bsl/r&a_navigate.htm) According to a senior faculty member, the initiatives within the Department of Behavioral Sciences and Leadership are part of a larger, institutional effort to, "decrease the breadth and increase

the depth" of the curricula. Assessments of the freshman *General Psychology* course and the junior-year *Military Leadership* course, unanimously agreed that course content was too ambitious. A senior faculty member explained that part of the reason for this broad course content was faculty turnover. As each new instructor teaches a course, he or she adds a few more topics without deleting older course material. After a few iterations of this process, the courses become too general in nature.

The Leadership Department is also considering the use of newer, more military-focused texts or course guides. (LeBoeuf, 2000) Cadet surveys showed that students are not using the texts due to high cost and the notion that the text is not necessary to pass the courses. The Leadership Department faculty and administration is investigating the use of a course guide in place of the current text that is less expensive and focuses more on military leadership aspects. In conjunction with this initiative, tests and evaluations are being revised to include materials directly from the course guide. (LeBoeuf, 2000)

The Leadership Department is undertaking a much larger assessment that may fundamentally change how leadership is taught at West Point. A goal of this assessment is to develop a clear, well-articulated learning model for leadership development. A learning model is defined as, "a theoretical statement outlining the conditions by which students develop with respect to a particular goal." (Snook, p.3) According to a 1999 executive summary prepared for Middle States Association, "without a clearly articulated theory of leadership development against which to evaluate our efforts, any attempt to assess CLDS [Cadet Leadership Development System], its implementation, or

achievements of our Academy Outcome Goals will fall logically short of the mark."
(Snook, p.3)

## C.   INITIATIVES AT THE UNITED STATES NAVAL ACADEMY

In conjunction with the wider effort of the Naval Academy to produce a strategic plan, the Leadership Department created its own strategic vision. The plan details seven initiatives to improve leadership development, specifically in the area of structured curricula. The Leadership Department's strategic plan also incorporated an initiative for the creation of an interdisciplinary minor in Behavioral Science. Below are summaries of each of the initiatives designed to enhance the leadership curricula. (Andersen, 2000)

### 1. Leadership Fellows

The Leadership Department is currently advertising to hire a Fellow to join the faculty in the 2001 academic year. Ideally, the Leadership Department seeks a retired Naval Officer with command experience at the rank of Commander (O-5) or Captain (O-6). The Fellow is to provide "real-world" experience as part of classroom instruction as well as being a mentoring resource for students and other instructors. (Andersen, 2000) Since a Fellow will instruct in both of the required leadership courses, they will enable greater flexibility in the teaching assignments of fleet returnee officers. Funding for the Leadership Fellow initiative will come primarily through alumni contributions from USNA Class of 1971. As funding allows, the current plan is for as many as four Fellows to be added to the Leadership Department. (Andersen, 2000)

## 2. Collaboration with Leadership and Educational Development Program (LEAD)

All prospective USNA Company Officers attend a one-year Naval Postgraduate School course to earn a Master's Degree in Leadership and Human Resource Development. (See Chapter 2 for details concerning the LEAD Program) Currently, officers reporting for instructor duty in the Leadership Department are not required to obtain a graduate degree. Starting June 2000, one Leadership Department instructor will participate in the LEAD program. The addition of a Leadership Fellow makes participation in the program possible due to the added personnel flexibility. Expansion to four instructors participating in the LEAD program will coincide with the corresponding expansion in the Leadership Fellow initiative. (Andersen, 2000)

## 3. Leadership Education Chair

Using an endowment from the USNA Class of '61, the Leadership Department seeks to hire senior a faculty member with a background in leadership education. The Leadership Chair will be a tenure-track position, responsible for curriculum and instructor development. They will also conduct research in the area of leadership and leadership education. The plan is to fill the position by January 2001. (Andersen, 2000)

## 4. Case Study Development

The use of case studies, especially those germane to military leadership, is considered essential for effective instruction. Case studies are used to draw the bridge between leadership theory and application. The generation of current and applicable

military leadership case studies is considered vital. The Arleigh Burke Foundation has dedicated $25,000 for the development of video case studies. The department is seeking additional funds to develop written case studies for the freshman and junior leadership courses. (Andersen, 2000)

### 5. Guest Speaker Series

The Leadership Department frequently invites speakers to address midshipmen on leadership topics throughout the academic year. Guest speakers, like the use of case studies, provide midshipmen with "real world" application of leadership theory. The Margaret Chase Smith Foundation and the Family of George Anderson, Class of 1927, have dedicated funds for use in supporting guest speakers. The funds will be used for speakers for the freshman and junior year leadership courses. (Andersen, 2000)

### 6. Midshipman Personal Leadership Library

The Leadership Department currently uses an in-house text created by the Leadership Department Head, LCDR Gene Andersen, and published by Simon and Shuster. The text was custom developed for the junior-year course, *Leadership: Theory and Application*. The Leadership Department seeks funding to offset the high costs of developing and revising custom texts as well as funding to provide midshipmen with texts at a reduced cost. The purpose of this initiative is to provide midshipmen with texts that will be used beyond course work as a resource throughout their naval careers. (Andersen, 2000)

## 7. Leadership Conference

In order to further improve the quality of the leadership curricula, the department wishes to conduct an annual leadership conference. The purpose of the conference is to provide a forum for midshipmen, faculty, researchers, and other authorities in the area of leadership. The Leadership Department is currently seeking funding for a leadership conference, and to hire a coordinator. (Andersen, 2000)

## 8. Interdisciplinary Minor in Behavioral Science

In an effort to create a course of study based on behavioral sciences, the Naval Academy Leadership Department developed an interdisciplinary minor. The planned minor includes four courses—three core courses and one elective. Two of the core courses are currently offered—*Human Behavior* (NL200) and *Psychology of Leadership* (NL311). Descriptions for these core courses are included below:

**NL200: Human Behavior** An introductory survey course in psychology. Topics of study sampled by this course include learning theory, psychopathology, social psychology and child development with a special emphasis on research methods. The goals of NL200 include: -Providing a basis for understanding psychological concepts that have entered popular literature (e.g., ego, defenses, unconscious). -Developing an appreciation of the enormous complexity of human behavior and the related difficulties of explaining, predicting and controlling the behavior of others. -Understanding the function of psychologists in the military and the working relationship between commands and mental health facilities. Understand the concept of psychological fitness for duty.
(http://prodevweb.prodev.usna.edu/LEL/nl200)

**NL311: Psychology of Leadership** Explores the development of attitudes, attraction and aggression. Emphasis is placed on understanding persuasion, prejudice, obedience to authority, conformity and how individual behavior is affected by groups and organizations. An effective military leader must understand themselves in the context of social dilemmas and group processes.

(http://prodevweb.prodev.usna.edu/LEL/nl311)

The third proposed core course, *Leadership in Groups and Organizations* (NL 430), is developed, but not currently offered. Either the Leadership Department or another department would offer the elective course.

The Naval Academy's Core Curriculum Sub-Committee disapproved the interdisciplinary minor in behavioral sciences. The committee criticized the behavioral science label because not all core courses were based in behavioral science. There were also concerns of the change in faculty workload due to the interdisciplinary nature of the minor. The committee did, however, approve of the addition of *Leadership in Groups and Organizations* and an *Introduction to Military Sociology* as experimental naval leadership courses. At the conclusion of the committee's findings was a request for a long-term plan for a behavioral science major. (Andersen, 2000)

### 9. Permanent Military Professor of Leadership

In an effort to bolster the level of the education within the Leadership Department, a request for a permanent military professor was granted. An active duty Navy Lieutenant Commander is currently studying military sociology at the University of Maryland. After completion of his doctoral study, he will relieve as the Leadership Department Head. (Andersen, 2000)

## D. ANALYSIS OF LEADERSHIP DEVELOPMENT PROGRAM INITIATIVES

The most apparent contrast between the initiatives at the Military Academy and Naval Academy relates to the age and experience of the respective programs. Initiatives at West Point are more evolutionary in nature as the administrators and faculty seek to update and fine tune the system they have established over five decades ago. The United States Naval Academy appears to be almost revolutionary compared to the staid initiatives at West Point. The Naval Academy Leadership Department is striking out in several directions including hiring additional, more experienced faculty, and introducing both new courses as well as initiating a minor in human behavior.

# V. SUMMARY

## A. CONCLUSION

Considering the educational cost incurred by taxpayers-exceeding $200,000 per graduate, the Military and Naval Academies are under considerable, and justifiable, scrutiny. (Government Accounting Office estimate for FY 1998)  In order to justify the existence of such expensive programs, the academies must fulfill their mandates of providing the Army and Navy with exceptional leaders.

The overall assessment from outside agencies is that the Military and Naval Academies are successfully producing qualified junior officers for their respective services. However, there are aspects of the leadership programs that require enhancements.  If the United States Military Academy and United States Naval Academy wish to continue producing effective leaders, they must recognize and support the structures that are most conducive to teaching cadets and midshipmen leadership.

The primary research question for this thesis concerned how leadership instruction at the Military Academy differed from the Naval Academy and the unique strengths of each academy's curriculum.   When strictly analyzing the course structure and descriptions, it appears that the mandatory leadership courses are very similar at the respective institutions.  The courses are taught to the cadets and midshipmen during the same period of their training, in the first and third years and have similar titles and descriptions..

The major difference in the institutions' leadership development curricula lies in the support for both the courses and for a human behavior based leadership development program. Leadership development at the United States Military Academy is the prominent trademark of the school. It is expressed in their mission statement and is a stated goal of the academic department. The Cadet Leadership Development System provides a broad framework for each department of the Military Academy to assess how they impact leadership development. Human behavioral science and its effect on leadership development has been recognized and supported internally by the academic dean for over fifty years. At West Point, all the leadership instructors have at least a master's degree in a psychology or human behavior based discipline. The leadership instructor indoctrination is a demanding five-week course and instructor progress is reviewed constantly by both peers and superiors. The senior instructors and administrators in the Behavioral Science and Leadership Department have doctoral degrees and, perhaps more importantly, are permanent professional professors that remain at West Point until they retire. Permanency allows the faculty to initiate changes and refine them over the course of a number of years to better enhance the program. The ability to educate and recruit a greater number of military instructors is a unique leadership development strength at the Military Academy. Finally, the core courses in leadership are weighted the same as core courses in other subjects.

Although the United States Naval Academy lacks the experience of five decades of human behavior based curriculum, the Leadership Department has instituted several initiatives to strengthen its core courses and introduce a minor in the area of human

behavior and leadership. The Naval Academy has the opportunity to learn from the experience of not only the Military Academy, but other similar institutions in developing a more robust human behavior based leadership curriculum.

When analyzing how leadership is taught at the respective academies, one theme is readily apparent. Opportunity to experience leadership in formal positions, as well as extra-curricular activities, is perceived as having the greatest impact on leadership development.

The opportunity for cadets and midshipmen to observe and interact with professional Army and Navy officers also serves as a valuable leadership development method. Each academy invests significant resources in educating and training prospective Tactical and Company Officers. The Tactical and Company Officers provide cadets and midshipmen with an invaluable leadership resource. The interpersonal relationships developed between the cadet/midshipman and the Tactical/Company Officer significantly affect leadership development. Currently, the formation of these relationships is hampered by the limited interaction opportunities between Tactical Officers and cadets and Company Officers and midshipmen.

By recognizing and, more importantly, supporting the unique strengths of the leadership development programs, the United States Military and Naval Academies can continue to produce successful future military leaders.

## B. RECOMMENDATIONS FOR THE UNITED STATES MILITARY ACADEMY

### 1. Behavioral Science and Leadership Department

With over fifty years of experience in educating cadets in leadership and human behavior, the Behavioral Science and Leadership Department has amassed a significant body of information. Yet, during this time, there has been surprisingly little collaboration between West Point and the Naval Academy's Leadership Department concerning prospective officer leadership development. The Behavioral Science and Leadership Department could greatly enhance the leadership development program of its sister service academy through improved communication and cooperation.

### 2. Tactical Officers

The chief complaint among Tactical Officers concerns the limited amount of time allocated for personal leadership development among the cadets in their charge. Both administrative tasks as well as providing presence at cadet functions over burden Tactical Officers. In order to sufficiently fulfill the mentoring role prescribed by their position, Tactical Officers require more interaction with their cadets at their discretion.

Tactical Officers are also in agreement that the role of chief disciplinarian is at odds with their mandate to personally develop and mentor cadets. Perhaps the Military Academy can review and institute new policies and procedures that rely less on the Tactical Officer as the primary disciplinarian.

## C.    RECOMMENDATIONS FOR THE UNITED STATES NAVAL ACADEMY

### 1.    Leadership Curriculum

The current formal curriculum is not, according to midshipmen interviews, the primary means of leadership development. In general, midshipmen simply do not invest time and effort into academic courses that are less weighted. In order to validate the importance of the formal leadership classes, the Naval Academy leadership courses should be made at least equal in credits to core courses.

The Leadership Department should also continue taking the necessary steps to institute a human behavior based minor or major to the curriculum. The Naval Academy's academic dean needs to support the initiatives from the Leadership Department in instituting such a program. In the words of the Special Committee to the Board of Visitors, "Ultimately, leadership is a human activity that takes place between individuals." (Turner, 1997, p. 20) A better understanding of the dynamics of leadership can be gained through the implementation of human behavior based curricula.

The Leadership Department also needs to have more officers who are afforded the opportunity to gain their graduate degrees prior to filling instructor billets. It is important to have instructors with the educational background that equals their fleet experience.

### 2.    Company Officers

Company Officers are in the best position to decide the most effective methods concerning midshipmen leadership development. (Turner, 1997) Therefore, the Naval Academy must better promote midshipmen interaction with the Company Officers. One

of the recommendations of the Special Committee was to "Redesign the Company Officer position to focus more exclusively on developing the leadership and professional capabilities of midshipmen." (Turner, 1997, p. 22) Midshipmen schedules must be relaxed to allow for more time for use at the Company Officer's discretion.

Equally important, Company Officers must be freed of extraneous responsibilities so they may concentrate on the development of their midshipmen. The significant investment of the Naval Academy and Naval Postgraduate School would be better served if the Company Officers were able to exercise the principles learned during their academic year through increased midshipmen interaction.

Also, like the Military Academy, the Naval Academy should investigate and initiate policies that rely less on the Company Officer as the primary disciplinarian. This would enhance the role of the Company Officer as a professional military mentor.

### 3.    Military Instructors

Both the Military and Naval Academies have the unique position of balancing civilian and military courses and instructors. Currently, the Naval Academy has a greater proportion of civilian to military instructors than the Military Academy. This trend stems from the decision during the 1960s to emphasize engineering and scientific curricula. Rather than recruit and educate Naval officers, the Naval Academy chose to hire civilian instructors and professors as the primary means of improving the curricula.

Midshipmen could benefit from the addition of more professional naval officers who serve as instructors. These instructors should be afforded the opportunity to obtain graduate or doctoral degrees prior to reporting in order to maintain the excellent academic

reputation of the academy. Since, like cadets, midshipmen seek naval officers other than their Company Officers for professional and personal advice, the Naval Academy could enhance this positive relationship by creating more military instructor billets in each academic department.

### 4.     Naval Academy Mission Statement

While the Naval Academy portends to be a "leadership laboratory," leadership development is not a formally stated mission or goal outside of the Leadership Department. The United States Naval Academy should better define itself as an institution that provides the Navy and the Marine Corps with exceptional leaders. One method of accomplishing this would be modifying the present mission statement to include a passage promoting leadership development as a primary goal of the institution. The same principle should apply to the academic goals of the institution. In short, the notions of leadership and leadership development should be expressed in the missions or goals of each facet of the Naval Academy.

## D.     AREAS FOR FURTHER RESEARCH

The topics discussed in this thesis represent only a few aspects of leadership development. In order to provide a more detailed analysis, the researcher focused on the areas of the formal leadership curricula and the impact of the Tactical and Company Officers on leadership development. It is certain that many more factors, such as summer

training and leadership opportunities, which are external to the academies, provide cadets and midshipmen with their personal notions concerning leadership.

During the research into the historical and philosophical development of the respective leadership programs, a discontinuity appeared between the Army and Navy's approach to leadership development. The Military Academy embraced a human behavior science approach to understanding leadership principles, while the Naval Academy maintained a more experiential approach. Can the discontinuity in leadership development philosophy be related to the difference in the nature of ground combat as compared to naval combat? Is the leadership required of Second Lieutenants different than Ensigns? Future research could further investigate these questions and their implications on leadership development policies and practices.

Due to time and fiscal constraints, the leadership programs of the United States Air Force Academy, United States Coast Guard Academy, and the several private military academies were not explored. Many of these institutions posses a leadership heritage comparable to the Military and Naval Academies. A future study can apply the principles of this thesis to the aforementioned institutions.

Finally, perhaps the most beneficial study could explore an improved mechanism for enhanced communication between the service academies in the area of leadership development. At present, the service academies participate in a cadet/midshipmen exchange program. This program allows for a limited exchange of ideas concerning leadership development and other areas. The academies also sponsor periodic conferences for students and faculty to discuss leadership-related topics. However, a

continuous mechanism for dialogue concerning leadership development particular to the area of developing junior officers does not exist. Since, arguably, the service academies produce a similar product—junior warfare officers—a dialogue concerning their development as leaders would be beneficial.

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